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By- Wientge, King M.

WORKSHOP FOR COUNSELORS AND EDUCATORS CONCERNED WITH THE EDUCATION, TRAINING, AND EMPLOYMENT OF MINORITY YOUTH. FINAL REPORT, PART I, DEVELOPMENT, PROGRAM EVALUATION. UNIVERSITY COLLEGE RESEARCH PUBLICATION, NUMBER 7.

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The workshop represented the cooperative effort of business, industry, and education in metropolitan St. Louis to support the federal government in providing equal employment opportunity. Forty-five participants, recruited from high schools in the area educating mainly minority youth, were responsible for disseminating the workshop findings in the schools. Part II (VT 001 399) provides guidelines for faculty discussions in the participants' schools. The 15-day workshop consisted of 11 industrial visitations, 10 campus sessions, a final examination, and a banquet. The industrial visitations were conducted by the participating companies using lectures, discussions and observation of operations. Discussions were held between the participants and company representatives as to their experiences with minority youth (how to better equip students for industry, why well-equipped minority youth fail in industrial situations, and whether industry wants qualified minority youth). The campus sessions were titled: (1) The National Economy, (2) Guidance for Minority Youth, (3) Rewards of Work, (4) Development of Personality and Motivation, (5) Learning Theory and the Culturally Disadvantaged, (6) The Role of the Junior College, (7) Vocational and Technical Education, (8) Psychological Effects of Cultural Deprivation, (9) Employment of Minority Youth, and (10) Communication. Also included are the evaluation and outcomes of the workshop. (MM)

WORKSHOP FOR COUNSELORS AND EDUCATORS CONCERNED WITH THE EDUCATION, TRAINING AND EMPLOYMENT OF MINORITY YOUTH

FINAL REPORT

Part I: Development, Program, Evaluation

King M. Wientge

WASHINGTON UNIVERSITY
Saint Louis, Missouri

and the
following

Metropolitan Saint Louis
Plans for Progress Companies
A Voluntary Industrial Organization under
The President's Committee on Equal Employment Opportunity

ANHEUSER-BUSCH, INC.
CHRYSLER CORPORATION-
  ST. LOUIS ASSEMBLY PLANT
EMERSON ELECTRIC COMPANY
FORD MOTOR COMPANY-ST. LOUIS PLANT
CHEVROLET MOTOR DIVISION AND
  FISHER BODY DIVISION OF
  GENERAL MOTORS CORPORATION-
  ST. LOUIS PLANTS
MCDONNELL AIRCRAFT CORPORATION
MONSANTO COMPANY
NATIONAL LEAD COMPANY
PET MILK COMPANY
RALSTON PURINA COMPANY
SOUTHWESTERN BELL TELEPHONE COMPANY

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Number 7
October 1965

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Research Consultant

Philip H. DuBois	Professor of Psychology

Final Report,

WORKSHOP FOR COUNSELORS AND EDUCATORS CONCERNED WITH THE EDUCATION, TRAINING AND EMPLOYMENT OF MINORITY YOUTH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT

Part I. Development, Program, Evaluation

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ACKNOWLEDGMENTS

The PLANS FOR PROGRESS Workshop represents the cooperative effort of business and industry, and education in Metropolitan St. Louis to support the federal government in providing equal employment opportunity. Representatives of eleven St. Louis companies, volunteers in the PLANS FOR PROGRESS program, initiated a request to Washington University that a Workshop be conducted during the summer of 1965 for the purpose of improving communication between schools and industry concerning job opportunities for qualified applicants preparing for entry into the world of work. Funds for the Workshop were provided by the sponsoring companies. Members of the PLANS FOR PROGRESS Steering Committee, composed of representatives from the sponsoring companies and Washington University follow:

Chairman-Robert C. Krone	McDonnell Aircraft Corporation
Robert W. Barclay	McDonnell Aircraft Corporation
K. Brooks Bernhardt	Monsanto Company
Gerald T. Canatsey	Pet Milk Company
Lattie F. Coor	Washington University
Al F. Dames	General Motors Corporation, Fisher Body Division
George H. Hoesch	National Lead Company, Titanium Division
A. Wellborne Moise	Ralston Purina Company
Stuart H. Purvines	Chrysler Corporation
Owen Rush	Anheuser-Busch, Inc.
Robert W. Smith	Emerson Electric Company
James M. Schopp	McDonnell Aircraft Corporation
Joseph P. Tisone	General Motors Corporation, Fisher Body Division
Stuart R. Trottmann	Southwestern Bell Telephone Co.
Philip S. Valenti	Ford Motor Company
Arthur V. Vervack	Ralston Purina Company
King M. Wientge	Washington University
Charles L. Windsor	McDonnell Aircraft Corporation
Michael Witunski	McDonnell Aircraft Corporation

Sub-Committees of the Steering Committee assumed various responsibilities to assure the smooth functioning of the Workshop program:

The Field Trip Committee implemented the five days of industrial visitation set out in the proposal.
Chairman - A. Wellborne Moise; Owen Rush;
Joseph P. Tisone.

The Committee on Finance approved the budget and made contacts for the collection of funds.
Chairman - Robert W. Smith; Al F. Dames;
James M. Schopp; Gerald T. Canatsey.

The Committee on Final Promotion handled the publicity and promotional aspects of the Workshop.
Chairman - Stuart R. Trottmann; Stuart H. Purvines;
Philip S. Valenti.

The Program Committee coordinated plans for the curriculum of the Workshop.
Chairman - Arthur V. Vervack; K. Brooks Bernhardt;
Michael Witunski.

The PLANS FOR PROGRESS University Committee contributed much to the planning and development of the Workshop. Members of the University Committee follow:

Lattie F. Coor, Assistant to the Chancellor;
Lynn W. Eley, Dean of University College and Summer School;
John B. Ervin, Associate Dean and Director of the Summer School; and
Judson T. Shaplin, Director of the Graduate Institute of Education.

The PLANS FOR PROGRESS Workshop Instructional Staff provided stimulating lectures and discussions in the on-campus sessions covering various aspects of problems and areas with which the Workshop was concerned. The Instructional Staff was composed of the following persons:

K. Brooks Bernhardt, Director of Personnel, Inorganic Division, Monsanto Chemical Company;
Marion E. Bunch, Professor of Psychology, and Chairman, Department of Psychology, Washington University;
Glynn E. Clark, Vice-President, Junior College District, and Director, Meramec Community College;
Hugh W. Folk, Assistant Professor, Department of Economics, Washington University;
Herbert E. Metz, Assistant Professor, Department of English, Washington University;
George E. Mowrer, Director, Guidance Services, St. Louis Board of Education;
Raymond J. Sacks, Director, Vocational, Technical and Adult Education, St. Louis Board of Education;
Frederick J. Thumin, Director, Adult Counseling Services, Washington University;
John M. Whiteley, Director, Student Services, Washington University;
Donald G. Zytowski, Director, Student Counseling Services; Washington University.

Responsibility for the over-all and day-to-day operation of the Workshop, for the coordination of daily activities, and for a myriad of other arrangements was that of the Workshop Staff:

Project Director - King M. Wientge, Director
Adult Education Research & Development
University College;
Associate Project Director - John M. Whiteley, Director
Student Services
Graduate Institute of Education;
Assistant Project Director - James M. Burmeister,
Psychological Services,
Department of Psychology;
Staff Associate - Kelvin R. Ryals, Administrative Assistant,
Graduate Institute of Education;
Clerical Staff - Sandra Segall; Mrs. Ella Burmeister.

To all of the foregoing Committees and individuals belongs the satisfaction of having contributed to the successful completion of the Workshop program and attainment of the program objectives.

The responsibility for the content of Part I -- Development, Program, Evaluation -- of the final report rests with the Workshop

Director. It was he who wrote the original proposal, the final examination questions, the participants evaluation form, and arranged for the summary of the participants evaluation and analysis.

Part II, Discussion Guide, is published as a separate report. Part I and Part II of the final report were prepared under the auspices of the Division of Research and Development, University College, Washington University.

King M. Wientge

CONTENTS

PART I

Page

DEVELOPMENT

Purpose and Plan of Report 1

Development and Implementation of the Workshop . . . 2

Participants 3

PROGRAM

Workshop Calendar 4

Industrial Visitations 5

Campus Sessions 13

Final Examination 16

Banquet 17

EVALUATION

Participants Evaluation 18

Summary of Participants Evaluation and Analysis . . 28

Arrangements, Space and Transportation 38

Outcomes 39

APPENDIX

I - A Proposal for a Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth 40

II - PLANS FOR PROGRESS Expenditure Report 54

III - PLANS FOR PROGRESS Workshop Participants listed by Institution Represented 55

Page

APPENDIX (Contd.)

IV - PLANS FOR PROGRESS Workshop Program 58

V - Banquet Comments:

Introductory Remarks:
R. C. Krone,
McDonnell Aircraft, St. Louis 64

Counseling and the Negro High
School Students:
P. B. Lewis
Administrative Director,
PLANS FOR PROGRESS, Washington, D. C. . . . 66

DEVELOPMENT

Purpose and Plan of Report

The Workshop report appears in two parts. Part I is devoted to presenting the components of the Workshop in sequential order, along with brief pertinent observations relating to each section. Others who may be interested in developing similar Workshops will be assisted by the material presented, which departs from the traditional Workshop proceedings format.

Part II, the Discussion Guide, is an extension of one of the planned major outcomes (listed in Part I) and provides guidelines for faculty discussions in the participants' schools. A one-day meeting of the Workshop participants, industrial, and campus representatives is planned for a future date to obtain feedback and progress reports and to exchange ideas and information.

Development and Implementation of the Workshop

Representatives from the Metropolitan St. Louis Plans for Progress Companies, in meetings with Washington University representatives, proposed that a Workshop be conducted during the summer of 1965 for counselors of minority youth in secondary schools. As a result of these discussions a proposal, including an estimated budget (Appendix I), was developed by the Research and Development Division of University College.

The proposal was accepted by the Steering Committee and the Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth was underway.

Actual expenditures of $20,334.24 (Appendix II) were approximately 11.5% less than the budget estimate of $22,989.00.

Participants

Forty-five participants were recruited from high schools in the area educating mainly minority youth. A team of several members was recruited from each participating institution. Guidance counselors, assistant principals, or prestige teachers are those of whom the teams were constituted. The dissemination of the Workshop findings can be much more effectively carried out by a team in any given school, as part of an in-service training program.

Participants were awarded a stipend of $15.00 per day or a total of $225.00 for attendance at the fifteen day session. This is in accordance with the practice established by the National Defense Education Act Institutes. Attendance was excellent. Out of a total of 675 participant days, only 3 participant absentee days were recorded.

The list of participants by Institution represented is given in Appendix III.

Graduate Credit

Two units of graduate credit were awarded for satisfactory completion of the course, which was offered for graduate credit to the selected participants by the Graduate Institute of Education of Washington University.

PROGRAM

Workshop Calendar

The Workshop calendar included a five-day break over the 4th of July holiday period to give Workshop participants a welcome respite:

	M	T	W	Th	F
June	21	22	23	24	25
	28	29	30	--	--
July	--	6	7	8	9
	12	13	14		

The fifteen scheduled Workshop days were divided into ten on the campus of Washington University and five in planned industrial visits. The Workshop program of activities for the fifteen days is included in Appendix IV.

Industrial Visitations

The plant visitations which comprised one-third of the summer Workshop were developed by the Field Trip Committee of the Plans for Progress Steering Committee to encompass a complete unit on the functions of business. The Committee assigned each plant a unique group of functions which were available at that plant and which were important to that plant's operation. These functions were assigned so that upon completion of the plant visitation the participants would have been exposed to all the major business functions and the qualifications required for entry by individuals into these areas.

The participants were taken by chartered air-conditioned bus from the University campus to each of the plants and were returned to the campus at the end of the day.

The plant visitation consisted of a half-day* at each plant with lunch provided by the company visited in the morning. These sessions were conducted by the participating companies using various combinations of lectures/discussions on the assigned functions and actual experiences of observing the functions in operation. After this, discussions were held where the participants and representatives of the companies were free to discuss their experiences with minority youth and explain and support their points of view. Discussions generally revolved around how minority youth are used in industry, what counselors and teachers could do to better equip students for industry, why well-equipped minority youth do not make the grade in industrial situations, does industry want qualified minority youth? etc.

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*Except McDonnell Aircraft Corporation, which had a full day program because of the complexity of the functions which had to be covered.

The following schedule of the Plans for Progress plant visitations lists the functions covered by the respective companies and the companies' outlines for the sessions.

Monsanto Chemical Company - General Office Services
Public Relations
Market Research

9:00 a.m.	Welcome	
9:05 a.m.	Marketing Research	W.A. Clark
9:35 a.m.	Public Relations	M.A. Blatz
10:05 a.m.	Break	
10:15 a.m.	Office Management	D.K. Verbeck
10:45 a.m.	Tour	
11:45 a.m.	Lunch - Hillside Room	
1:00 p.m.	Departure by bus for General Motors	

General Motors Corporation,
Fisher Body Division - Production
Engineering

1. Joseph P. Tisone, Director of Industrial Relations and a member of the Plans for Progress Workshop Steering Committee, introduced Robert A. Fulton, Plant Manager, who welcomed the plant visitation group.

2. Wilbur A. Butler, Instructor of Supervisory Training, gave an orientation lecture concerning the Fisher Body assembly production. An explanation was given as to the sources of materials used; how it is moved to the point of operation on production lines. Also, the tie-in between the plant and the Motor Division was explained.

3. The foremen's 'Operation Description Sheets' were exhibited through projection on a screen. These sheets were explained in detail.

4. Richard Buckles, Production Engineer, explained the engineering function in the production of Fisher Bodies. He also showed the role the 'Operation Description Sheet' plays in line balancing the production line so that each operator has a normal task.

5. The conferees were then taken on a tour of the production lines, where on-the-spot explanations were made and questions answered by Carl E. Grotpeter, Supervisor of Safety, Donald L. Bingham, Supervisor of Suggestion Department and Ulric J. Suiter of the Quality Standards Department.

McDonnell Aircraft Corporation - Electronics Data Processing Systems
Inventory Control
Purchasing
Traffic

At 9:00 a.m., forty-five counselors and administrators plus three Washington University Coordinators arrived at McDonnell.

Mr. R. C. Krone, Vice President of Personnel, gave a short welcome address and outlined McDonnell's part in this program.

Mr. C. L. Windsor, Manager Personnel Services, then reviewed the program to be followed for the day.

The first part of the program was a two-hour tour of McDonnell facilities. Ten tour guides were used, with five visitors assigned to each guide. Tour guides were from Personnel, Engineering and Automation Divisions.

During the tour the guides pointed out the classifications of people doing the work and told what educational and job requirements were, as time permitted.

Upon completion of the tour, the classes returned to the Training Room where a short question and answer session took place.

Mr. R. C. Ferguson, Supervisor-Wage and Salary Administration, gave a presentation on "Job Descriptions--Matching Men and Jobs."

Mr. C. F. Esselbruegge, Supervisor-Personnel Research, followed with a presentation on "Vocational Testing as a Tool for Job Placement."

Following the presentations, the class went to lunch.

After lunch, the class was divided into three sections. From 1:30 p.m. to 3:30 p.m., each section was rotated through three training sessions of forty minutes each.

A. Group Interview.
Six McDonnell Negro employees formed a panel to answer questions from the class. This panel was composed of personnel from the following job classifications:

Mechanic Electrical and Electronics
Laboratory Technician (Electronic Instrumentation)
Engineer
Sheet Metal Assembler and Riveter
Clerk Typist
Clerk Reproduction (Photographic Laboratory Technician)

Questions of each group centered around the background of the personnel on the panel and their recommendations for high school students.

B. Job Site Interviews.
During this phase, the group, in pairs, was taken into many different areas of the company where they interviewed a Negro employee at his work place. They were told to ask any questions they wanted to. A total of 24 McDonnell employees were used for these interviews.

C. Employment Functions.
This session was a "Walk and Talk Through" of overall employment procedures, including

Screening
Filling out the employment application
Testing
Employment interview
Processing

At 3:30 p.m. the class reassembled in the Training Room where Mr. Krone and Mr. Windsor summarized and conducted a question and answer period. Class left McDonnell at 4:20 p.m.

Ford Motor Company - Labor Relations
Quality Control
Safety

The Workshop participants arrived at 9:00 a.m. and were welcomed by Mr. Riddle, Plant Manager. A plant tour was conducted from 9:15 a.m. until approximately 10:30 a.m. The participants were divided into groups of approximately seven persons for each tour guide. After the tour there was a panel discussion wherein panel members made a presentation on Quality Control, Safety and Labor Relations aspects in regard to the over-all Plant Activity. During these presentations the required qualifications of personnel working in these areas were covered.

There followed a question-and-answer period for approximately forty minutes. There was excellent participation in this discussion period, with keen interest shown by the participants as to what they could do to stress to their students the steps to be taken in order to qualify themselves for positions within industry.

Pet Milk Company - Personnel Services
(Recruitment, Job Evaluation,
Salary Administration, Benefits)

I. Opening Remarks - G. T. Canatsey
II. Welcoming Remarks - Gordon Ellis
III. Resume of Pet Milk Company - C. W. Tyler
IV. The Personnel Function in Business and Industry - J. P. Read

  a.) Overview of the Function
      Acquisition, Development, Maintenance
  b.) Brief History of the Function and its Growth
  c.) Present Scope and Job Positions in the Personnel Function

V. Acquisition (Recruitment, Selection, Hiring and Orientation of Personnel)

  a.) Secretarial, Clerical and Hourly Personnel - Mrs. Mary Lou Eaton
  b.) Management, Technical and Professional Personnel - R. H. Mayer
      - College Recruiting
      - Experienced Personnel

VI. Development (and Training) - G. T. Canatsey

a.) Secretarial, Clerical and Hourly Personnel (Southwestern Bell Telephone Co. to handle)
b.) Management, Technical and Professional Personnel

BREAK -- 20 Minutes

VII. Maintenance

a.) Job Evaluation--Job Description - T. E. Killeen
b.) Salary Administration - T. E. Killeen
c.) Benefit Programs and Services

- Voluntary Benefits and Payments - R. E. Althoff
    - Group Insurance
    - Retirement Plans

- Payroll Processing Function - T. G. Valerius
- Benefits Required by Law - T. G. Valerius
    - Federal and State Unemployment Compensation
    - Workmen's Compensation
    - Social Security Program

VII. Incentives for Youth - Mrs. Louise Prothro

Emerson Electric Company - Product Testing Methods and Standards

9:00 a.m. Welcome - Bob Smith
Orientation to Emerson Electric Co. - Don Page

9:30 a.m. St. Louis Plant Operations - John Mead

9:45 a.m. Product Testing and Industrial Engineering in Industry as related to occupational counseling. Here we shall utilize five demonstration sections in the plant, with a format providing lecture information and visual displays at each site:

- Press Operations
- Winding and Surve Test
- Assembly and Test
- Tool and Gauge Inspection
- Eletrical Test Lab

11:00 a.m.	Question and answer period.
11:15 a.m.	Employment - Andy Pepke
11:45 a.m.	Lunch
12:30	Departure

Southwestern Bell Telephone Company - Training Procedures

1:30 p.m.	Guides meet Counselors in main lobby and escort to 14th floor auditorium.
1:45 p.m.	Welcoming Remarks - D. W. Hurst
1:53 p.m.	Film, "The Town and Telephone Jobs."
2:10 p.m.	Training of Telephone Craftsmen - E. F. Heins
2:35 p.m.	Training in the Accounting Department - R. A. Long
3:00 p.m.	Coffee Break
3:15 p.m.	The Telephone Operator and How She is Trained - Mrs. Anna Mae Strain - Ralph Beck
3:35 p.m.	The Service Representative's Job and Business Office Training - D. L. Gorman
3:55 p.m.	Job Placement and the Employment Process at Southwestern Bell - Mrs. Mary Schaff
4:15 p.m.	General Discussion Period - D. W. Hurst
4:30 p.m.	Summary and Closing - D. W. Hurst

Ralston Purina Company - Product Research Product Development

9:00 - 9:10	Introduction and Welcome - A. W. Moise and H. L. Wilcke
9:10 - 10:10	Chow Research
9:10-9:30	Livestock - H. B. Geurin
9:30-9:50	Poultry - H. M. Vandepopuliers
9:50-10:10	Veterinary- G. W. Darby
10:10 - 10:25	Intermission for Refreshments
10:25 - 10:45	Pet Food Research - P. E. Kifer and J. E. Corbin
10:45 - 11:05	Human Food - Gertrude Kable
11:05 - 11:25	Soy Protein - F. E. Calvert and J. B. Dore
11:25 - 12:00	Tour of Research Buildings

Anheuser-Busch, Inc. - Marketing (Sales, Sales Promotions and Advertising)

Anheuser-Busch was assigned the subject of Marketing for their Plant Visitation. Our meeting covered the various phases of the overall marketing picture, including merchandising and point of sale advertising; general advertising both from the company and the Advertising Agency standpoint; sales promotion; and direct selling. Formal presentations consisted of qualifications and necessary training for positions for all levels of personnel within the various marketing functions, and a general question and answer period followed the formal presentation.

In addition to Marketing Executives of Anheuser-Busch, we also used an Advertising Agency Vice President to point out where the Agency tied in with the Company Advertising Department.

Campus Sessions

A brief summary of the content offered under each topic follows.

The National Economy

The major topics were as follows: The National Economy, Labor Market Problems, and the St. Louis Labor Market. Background was provided on economic theory, its particular relevance to St. Louis, and how economics affects the status of minority group people.

Guidance for Minority Youth

Particular attention was given to the following topics: The St. Louis system has a large culturally deprived group of students. Testing is a difficult problem, with culture-free tests unacceptable and general ability low. The English language is the most important vocational subject within any school. Within the St. Louis area the increase in the number of culturally disadvantaged students has brought the general level of achievement down.

Rewards of Work: Training for the Work Role

Minority Youth was defined as young people who are unable to avail themselves of full participation in society. After a theoretical presentation, discussion groups were formed to consider how the rewards of work could be modified to make middle class occupations more attractive to minority youth. Also presented by means of role playing and other techniques were some methods for working with minority youth.

Development of Personality and Motivation

This topic focused on basic personality theory, which was related to juvenile delinquency. In regard to motivation, it was especially noted that level of aspiration is affected by success and failure. It was noted that a loss of motivation is common for minority youth who constantly experience failure.

Learning Theory and the Culturally Disadvantaged

It was stated that classical conditioning is not particularly applicable to learning problems of minority youth, but motivated reward learning is. The distinction between achievement and competence motivation was made. With unmotivated minority youth, psychotherapy was seen as having minimal effect.

The Role of the Junior College

The role of the Junior College in aiding and facilitating the transition from high school to college participation was explored. A major feature of Junior Colleges for minority youth are their facilities for preparing students for jobs. The technical programs which have been developed are directly related to community and student needs.

Vocational and Technical Education

The purpose of vocational education as preparing youth for jobs in industry was outlined. The need for continued education was stressed with current and future decreases in laborers and other unskilled employees within the work force. The urgent need for vocational counselors was discussed.

Psychological Effects of Cultural Deprivation

The topic covered the psychological effects of cultural deprivation with particular reference to personality development and intellectual functioning. It was pointed out that the number of culturally deprived students is increasing with the rise in the urban population. The effects of deprivation were presented as being both progressive and cumulative.

Employment of Minority Youth

The employment of minority youth was discussed, with special emphasis on the developing opportunities in industry. The program of Youth Opportunities Unlimited was explained. The employment of minority youth has not developed at an optimum rate.

Communication

The problems of human communication found between minority group youth and their world were explained. It was noted that people must be constantly sensitive to the reactions of others to what they are communicating. In the "transceiving process," communication involves the subtle interplay between the speaker (transmitter) and the listener (receiver).

Final Examination

Two comprehensive questions were asked on the final examination. These required participants to cast themselves in the roles of an industrial employment manager and an administrator in a secondary school concerned with significant problem areas of minority youth placement, education and training.

Final Examination:

1. You have been assigned the responsibility for developing a company program to provide for fair employment for minority groups. Such areas as personnel recruitment, selection, training, employee relations and promotion should be considered. In preparing your plan, draw upon the materials presented during the campus lectures, your observations and experiences in industrial visitations, plus your own ideas and experiences. 45 minutes.

2. You have been assigned the responsibility in a secondary school for developing a plan to motivate and encourage minority youth to stay in school and to inform them about the opportunities for employment. Describe how you would develop and implement such a plan utilizing any ideas or observations gained from the campus lectures and the industrial visitations, plus your own ideas and experiences.. 45 minutes.

Banquet

The banquet which was held on the last day of the Workshop was used as an essential part of the Workshop to increase the personal contact of the participants with the company representatives and thereby further increase the access of the local educators to the local companies. In attendance were all the Plans for Progress participants, the Plans for Progress Steering Committee members, company representatives who had coordinated the plant programs, University staff and guests. The guest speaker at the banquet was Mr. P. B. Lewis, Administrative Director of the Advisory Council on Plans for Progress, Washington, D. C. Mr. Lewis was given a leave of absence of one year by his employer, E. I. duPont de Nemours, Inc., to assume this responsibility. A copy of his address and Mr. R. C. Krone's introductory remarks will be found in Appendix V.

EVALUATION

Participants evaluation

The Participant Evaluation Form was completed but not signed by each participant. The anonymity of the respondent was stressed in order to provide each participant with a feeling of freedom of response. It is recommended that the reader read carefully the content of the Participant Evaluation Form and the Summary of the Participants Evaluation and Analysis which follow.

Summary of Participants Evaluation and Analysis

A committee of three participants--Marie Burrow, Burton Chase, and Jewel Stephensmeier--with Dr. George Mowrer, Director, Guidance Service, St. Louis Board of Education, as Committee Consultant, prepared the Summary of Participants Evaluation and Analysis. We are indebted to the Committee for its excellent efforts which capture the essential flavor of the Workshop as viewed by the forty-five participants and summarizes significant suggestions for improvement which can be of value for the conduct of future Workshops.

PLANS FOR PROGRESS WORKSHOP
PARTICIPANTS EVALUATION FORM

The purpose of this Participants Evaluation Form is to enlist your support in analyzing the Plans for Progress Workshop. We are particularly interested in your comments in two areas: the on-campus course offering and discussion groups, and the industrial visitation program.

This evaluation will aid in planning future programs of this type. It is important, therefore, that you objectively evaluate the components of the Workshop as listed below. After each rating scale a space has been left for written comments, if you wish to add any.

The on-campus lecturers and the company staff who conducted the plant visitations are experienced in their respective areas. We are not seeking an evaluation of any individual but rather ask that you focus on the material, content, and procedure both on-campus and off-campus and make your evaluations accordingly.

The scales below go from one (1) to nine (9). The digit nine (9) represents the degree of highest satisfaction, i.e., greatest contribution. The digit one (1) represents the least satisfactory, the least contribution end of the scale. Place your check in any of the spaces from 1 to 9 according to your evaluation of that component of the program. Use the blank space following each rating scale for any written comments.

I. ON-CAMPUS PROGRAM

1. The National Economy; Labor Market Problems; the St. Louis Labor Market. (3 sessions)

1 2 3 4 5 6 7 8 9

Comments:

2. Guidance of Minority Youth. (2 sessions)

1 2 3 4 5 6 7 8 9

Comments:

3. Rewards of Work: Training for the Work Role. (2 sessions)

1 2 3 4 5 6 7 8 9

Comments:

4. Development of Personality; Motivation. (2 sessions)

1 2 3 4 5 6 7 8 9

Comments:

5. Learning Theory and the Culturally Disadvantaged. (1 session)

1 2 3 4 5 6 7 8 9

Comments:

6. The Role of the Junior College. (1 session)

1 2 3 4 5 6 7 8 9

Comments:

7. Vocational and Technical Education. (2 sessions)

1 2 3 4 5 6 7 8 9

Comments:

8. Psychological Effects of Cultural Deprivation. (2 sessions)

1 2 3 4 5 6 7 8 9

Comments:

9. Employment of Minority Youth. (1 session)

1 2 3 4 5 6 7 8 9

Comments:

10. Communication. (1 session)

1 2 3 4 5 6 7 8 9

Comments:

II. INDUSTRIAL VISITATIONS

1. Monsanto Company.

1 2 3 4 5 6 7 8 9

Comments:

2. General Motors Corporation - Fisher Body Division.

1 2 3 4 5 6 7 8 9

Comments:

3. McDonnell Aircraft Corporation.

1 2 3 4 5 6 7 8 9

Comments:

4. Ford Motor Company.

1 2 3 4 5 6 7 8 9

Comments:

5. Pet Milk Company.

1 2 3 4 5 6 7 8 9

Comments:

6. **Emerson Electric Company.**

1 2 3 4 5 6 7 8 9

Comments:

7. **Southwestern Bell Telephone Company.**

1 2 3 4 5 6 7 8 9

Comments:

8. **Ralston Purina Company.**

1 2 3 4 5 6 7 8 9

Comments:

9. **Anheuser-Busch, Incorporated.**

1 2 3 4 5 6 7 8 9

III. Rate the Workshop program on the following statements:

The Workshop was intended:

1) To better inform educators and guidance counselors of minority youth about job opportunities, job placement, job demands, and developing job trends in the St. Louis metropolitan area.
2) To better inform educators, guidance counselors and industrial representatives about the knowledge, skills, attitudes, and needs of minority youth.
3) To develop a climate of better understanding between professional educators and counselors charged with the education and training of minority youth and professional personnel officers who employ minority youth.

The above statements are extracted from the original proposal. Each participant received a copy. Evaluate the extent to which the Workshop achieved these goals and indicate your ratings on the scales on the following page.

1. On-campus Lectures.

1 2 3 4 5 6 7 8 9

Comments:

2. Industrial Visitations.

1 2 3 4 5 6 7 8 9

Comments:

IV. The following are to be answered by written comments.

In future Workshops what modifications would you suggest in the following:

1. On-campus Program

2. Industrial Visitations

V. Which topics of the On-Campus Program promise to be of most use to you in planning your personal program for the future in working with minority youth?

VI. Which aspects of the Industrial Visitation Program promise to be of most use to you in planning your personal program for the future in working with minority youth?

Summary of Participants Evaluation and Analysis

In general we would say that this has been a well-planned, well-conducted institute. The people chosen to participate were interested, were from a variety of backgrounds and are going to different settings to apply what has been learned. It should not be expected that each person would learn the same things which are learned by each other person. We start from different backgrounds of experience. We hear with ears tuned in to different frequencies.

The lecturers were well chosen from many different disciplines. All were informed people. Some were more experienced in dealing with the problems of minorities than were others. This rather naturally resulted in the participants giving more favorable reaction to those who talked from experience. It would be fair to say that the group of speakers selected is a stellar group. It would also be fair to say that future groups of speakers should include some representation from non-white groups.

The industries selected to be visited were fine, public spirited representatives of this metropolitan area. All put in much time and effort and went to considerable expense to make this a valuable experience for the participants. As might be expected all did not have the same understanding of the role they should play in providing experiences for the participants. Thus we have differing reactions toward what was done.

Lectures

Some general statements which represent the reactions of the participants are presented below. Each statement attempts to represent forty-five individual comments and are arranged in the same sequence as the speakers appeared. After each statement is given the average of the participants ratings for the session to which reference is made. This rating is based on a nine point scale with nine being high.

1. Gave excellent background for industrial visitation. Evaluations of unemployment gave true picture of discrimination in St. Louis. Material provided for reading prior to the onset of the Workshop would have been helpful. More definite relating of information to the minority groups would provide for better understanding. (7.1)

2. Good presentation of what the situation is in today's schools. Good long range solution. Too many statistics to be digested in a short time. No mention of a possible tentative short range solution. Good correlation of workshop to school performance of minority youth. (7.7)

3. Good effective use of group demonstration. Well outlined lecture. Enlightening discussion of guidance and counseling. If these could have been more directly related to needs of minority youth, it would have been more helpful. (7.3)

4. Good to have a review of pertinent information relative to the development of personality. It would have been much more helpful if it had been interspersed with examples of ways in which theory is being applied or could be applied to minority groups. (5.9)

5. Very informative lecture on what psychological problems might exist with minority youth. We need to be reminded of concepts in theories of learning and motivation. Perhaps topics four and five could have been combined and more attention given to applying theories to the learning and developmental needs of minority youth. (6.9)

6. Interesting development of increasing possibility of minority youth receiving pertinent training beyond high school. It could have been helpful if more detailed attention had been given to those programs which are being made available for some of the lower achieving members of the minority groups. (7.2)

7. Excellent presentation of the role of the technical high school and other programs for minority youth. The content was applied to the problem at hand. There still seem to be unanswered questions relative to the need for new kinds of training programs for low achieving students. (7.6)

8. Lecture was very excellently prepared with an extensive and pertinent bibliography. This session brought much information concerning the application of theory to research with minority youth in seaboard states. It would have been better if the bibliography had been made available to the conference participants prior to the meeting. Much of what was said was difficult to comprehend or follow because of the lack of a microphone. It would also have been helpful if there had been some local application. (6.4)

9. This was a very candid, interesting and informative session relative to the opportunities in industry for minority groups. What industry is trying to do relative to the employment of minority groups was given good treatment. If future institutes had more speakers like this with perhaps some of them drawn from those who work with minority youth groups it could be helpful. The explanation of the YOU Program was extremely valuable. (8.3)

10. This was a meaningful and stimulating session with excellent information which was extremely well presented. The problem of communication between minority groups and such institutions as the school needs more detailed consideration (8.7)

Tours

1. This visitation was informative, and established background insights for dealing with modern business. However, there was evidence to show that this company employed very few minority youth. Counselors and educators may have been challenged in their awareness of qualifications for specific jobs; and the determination to encourage more minority youth having ability and drive. (8.9)

2. This tour was well planned and helped to indicate job opportunities, as well as promotion policies. However, a chance to communicate with some of the minority individuals working within the plant would have been beneficial. It also appeared that the speakers were hesitant to discuss some basic issues dealing with minority youth. (5.8)

3. This was a very rewarding and encouraging example of an excellent program--well planned tour, thoughtful lectures and personal visitations. The opportunity of communication with youth on the job was very interesting and gave the educators a knowledge concerning the basic backgrounds and interests for youngsters interested in this area of employment, as well as a good overview of opportunities at all levels of employment. This tour and program helped the group to appreciate their role as an inspiration agent to the young people they come in contact with. (8.2)

4. A very well organized discussion panel and tour. A wonderful impression of assembly line work with a chance to see automation on entry jobs. Panel was straightforward in their presentation. Perhaps employees on a panel would have been good to talk with and not just management. (7.2)

5. Personnel who spoke were well-informed about the company's policies and employment. More time could have been spent observing and explaining job opportunities for minority youth. (6.4)

6. The explanation of processes--via demonstrations and detailed presentations--along the tour were very well planned. The discussion before and after the tour made the entry of minority youth into employment seem difficult. Perhaps a panel of employees speaking would have been more meaningful. (7.2)

7. The visit was informative regarding job opportunities, training procedure and personnel recruitment. The information

learned through the lecture session might have been more meaningful if a tour could have been arranged to meet and talk with minority youth actually on the job. (7.2)

8. A well-organized introduction to the educational requisite for talented students who aspire to professional careers in the scientific areas. More mention should have been made concerning entry job opportunities for minority youth. (7.2)

9. This tour was an interesting informative presentation regarding possible trends in the areas of advertising and marketing. The talks appeared to be sincerely presented in the light of possible job opportunities and required education for those youth interested in these fields. (7.2)

At the end of the institute each participant was asked to react to the on-campus activities and to the visits to industry in accord with the following directions:

III. Rate the On-Campus Program on the following statements:

The Workshop was intended:

1) To better inform educators and guidance counselors of minority youth about job opportunities, job placements, job demands, and developing job trends in the St. Louis metropolitan area.
2) To better inform educators, guidance counselors and industrial representatives about the knowledge, skills, attitudes, and needs of minority youth.

3) To develop a climate of better understanding between professional educators and counselors charged with the education and training of minority youth and professional personnel officers who employ minority youth.

The above statements are extracted from the original proposal. Each participant received a copy. Evaluate theextent to which the Workshop achieved these goals and indicate your ratings on the scales on the following page.

The following general statements are representative of the specific comments made by forty-five participants.

1. On-campus lectures were generally good, well-planned and informative. The lecturers gave good background into the problems confronting minority youth, as well as information of many remedial programs, work-studies, and other programs involved in upgrading the minority youth. However, it is thought that bibliographies and other source materials were given the participants too rapidly, and at too late a time during the session. It is also felt that more Negro speakers should be involved in such a program correlating theory and practical ideas so as to make the program more meaningful. (7.4)

2. The industrial visitations met with the objectives of developing a climate of better understanding between professional educators and counselors. They afforded first-hand information on industry, training necessary for the world of work, progress made in human relations, industry and school cooperation, and community

resources that are available for teachers and counselors. In many instances it was felt industry did not understand the problems of the minority youth, thus were not too likely to consider them in the entry jobs. More teachers and counselors need to be exposed to this experience of finding out what is happening in industry. (7.3)

At the end of the institute each participant was asked to make suggestions for future institutes which would lead toward improvement. Even though there was a very general concensus that this was a very good and effective institute, intelligent people would be expected to have suggestions for improvement. Such suggestions are presented here.

Question: In future Workshops what modifications would you suggest in the following:

1. Reading materials and bibliographies should be handed out early in the Workshop or prior to the Workshop.
2. Representatives of labor unions should participate and give their views.
3. Have more Negro lecturers present their work with the minority groups; i.e., Sam Shepard, William Moore, etc.
4. Provide opportunity to discuss with people who work with minority youth in a non-school setting (YMCA, Youth Center, etc.)
5. A sociologist could have contributed materially.
6. Provide more time for interchange of ideas through smaller group sessions.
7. A panel type of presentation including representatives from industry, education and minority leaders.
8. Include more teachers and school administrators.
9. There needs to be a more even distribution of theory and practical information.
10. Provide a follow-up discussion following a plant tour.

Industrial Visitation

1. Visit more of the small and medium-size companies where minority youth are being hired.
2. More time needs to be allotted for questions.
3. More discussion should be emphasized on entry jobs for minority youth.
4. Better correlation of subject matter is needed for improving continuity between the Workshop and industry.
5. Valuable time could be conserved if transportation was improved.
6. Industry could help school counselors by providing a list of available job opportunities.
7. More opportunity to talk with minority employees ought to be provided.
8. More panel discussions or talks by successful minority persons would be helpful.

At the end of the institute each participant was asked to indicate which topic discussed and which visit to industry would be of most value to him in planning his program for future work with minority youth. The three receiving most frequent mention are listed here.

All topics of the On-campus Program were of value. Information regarding the areas of communication, guidance of minority youth (school performance) and vocational and technical information promised to be of most use in planning for a personal program in working with minority youth.

The aspects of the industrial visitation program which aided for better understanding were:

1. The need for minority youth to come to business having the right attitudes, education, and skills needed to qualify for their job opportunities.
2. The awareness of counselors of occupational information and trends either by a job analysis, by personal interviews with employees, or by tours.
3. The reinforcement given to educators to keep encouraging youth in their development of good self-concept and present plan for future goals.
4. The use of services of industry in planning and motivating students.

Arrangements, Space and Transportation

Of much importance in the overall success of the Workshop was the staff concern with arrangements, space and transportation. The on-campus lectures were conducted in a large air-conditioned room which permitted breaking the group up into sub-groups when necessary. Coffee breaks were given morning and afternoon, with coffee and iced drinks furnished by the University in a large dining room that abuts on the classroom. Small groups were able to gather around the dining room tables and discuss the material being presented in the lecture session.

A complete schedule of plant visitations and the bus schedule were given to participants on the first day at the orientation session. It is noteworthy that the participants were a serious, responsible group whose attendance and promptness throughout the sessions were excellent.

Outcomes

In the proposal for the Workshop three major outcomes were listed: An In-Service Training Manual; a Final Report; and a Speaker's List from Industry.

This document, Part I, includes the second outcome as a comprehensive report of the conduct of the Workshop. The first outcome appears under a separate cover as Part II, designated the Discussion Guide. The third outcome was stressed during the course of the Workshop, in that participants were encouraged to call on the industrial representatives they met during plant visitations for information and assistance. The Steering Committee listed in Appendix V serves as a focal list.

APPENDIX I

A Proposal for a

WORKSHOP FOR COUNSELORS AND EDUCATORS CONCERNED WITH THE EDUCATION, TRAINING, AND EMPLOYMENT OF MINORITY YOUTH

June 21 - 30; July 6 - 14, 1965

Washington University
University College
Saint Louis, Missouri

and the

Metropolitan Saint Louis
Plans for Progress Companies
a Voluntary Industrial Organization under
The President's Committee on Equal Employment Opportunity

ANHEUSER-BUSCH, INC.
CHRYSLER CORPORATION-
  ST. LOUIS ASSEMBLY PLANT
EMERSON ELECTRIC COMPANY
FORD MOTOR COMPANY-ST. LOUIS PLANT
CHEVROLET MOTOR DIVISION AND
  FISHER BODY DIVISION OF
  GENERAL MOTORS CORPORATION-
  ST. LOUIS PLANTS
MCDONNELL AIRCRAFT CORPORATION
MONSANTO COMPANY
NATIONAL LEAD COMPANY
PET MILK COMPANY
RALSTON PURINA COMPANY
SOUTHWESTERN BELL TELEPHONE COMPANY

Objectives

1. To better inform educators and guidance counselors of minority youth about job opportunities, job placement, job demands, and developing job trends in the St. Louis metropolitan area.
2. To better inform educators, guidance counselors and industrial representatives about the knowledge, skills, attitudes, and needs of minority youth.
3. To match and relate job knowledge (Objective 1) with minority youth characteristics (Objective 2) so that areas of educational need are highlighted.
4. To develop a climate of better understanding between professional educators and counselors charged with the education and training of minority youth and professional personnel officers who employ minority youth.
5. To provide for wide dissemination of the workshop findings throughout the metropolitan St. Louis area to educational institutions concerned with training minority youth and to industrial establishments with employment opportunities for minority youth.

Methods

Two methodological procedures appear most essential to the conduct of the workshop. The first includes the traditional instructional techniques of small and large group lectures and discussions and small group workshop sessions. The technique used is a variant of the size of the group, the nature of the subject matter, and the instructor. The second methodological emphasis of importance involves the planned visitations to industries. These trips are visualized as carefully planned learning experiences with appropriate preparatory procedures and follow-up discussion. The industrial representatives on the committee are seen as having prime responsibility for the implementation of a practical sequence of industrial visitations. In this setting, the "make it practical" approach of industry can be fully effective. This does not negate the necessity of providing a meaningful theoretical background for the Workshop participants. To do less might lead only to a description of symptoms without getting at the underlying causes. An example will help to illustrate this point.

A minority youth worker in a company office has been reporting to work "dirty." The company objectively points out the condition to the employee and investigates the home to determine if running water is available. This leads to a "practical" solution to the problem and brings about improvement in the employee's appearance in the work situation. However, personality theory proposes that an individual does not make bonafide changes in personality structure unless the change is internalized, *i.e.*, accepted into the value system of the individual. Surface acceptance of an edict may be only that, and the internalized values may deteriorate in terms of increased frustration and aggression toward the company. The eventual outcome may well depend on the supervisor's general understanding of the principles of human action, in essence, a theory of human behavior.

This workshop will strive to blend the "theoretical" with the "practical" in such a way that educator-counselors and personnel representatives will gain meaningful insights into the tasks each faces and into the better understanding of the behavior of minority youth.

Participants

Forty-five participants will be recruited, preferably from high schools in the area educating mainly minority youth. It is hoped that a team of two or three members can be recruited from each participating institution. Guidance counselors, principals, assistant principals, or prestige teachers are those of whom the teams should be constituted.

The dissemination of the workshop findings can be much more effectively carried out by a team in any given school, as part of the in-service training program during the fall semester.

If sufficient participants are not recruited from the first priority group, recruitment can be extended to allied groups, such as, junior college counselors, counselors in selected suburban area schools, or counselors with certain vocationally oriented youth service agencies.

Workshop Dates and Daily Schedule

The dates for the workshop include the period from June 21 through July 14, with time out for a Fourth of July holiday break beginning Thursday July 1 and ending Monday July 5. The workshop reconvenes on Tuesday July 6.

Fifteen daily sessions are scheduled, from 9:00 a.m. to 12:00 noon and from 1:00 to 4:00 p.m. The luncheon periods from 12:00 noon to 1:00 p.m. are planned as informal discussion periods for the participants, unless the daily schedule indicates otherwise as might be true in plant visitations.

A minimum of 10 additional hours per week outside the formal meeting schedule will be required to complete the workshop assignments.

WORKSHOP CALENDAR

	M	T	W	Th	F
June	21	22	23	24	25
	28	29	30	--	--
July	--	6	7	8	9
	12	13	14		

Program

Four major areas of concern will be examined during the workshop. These fall under the broad headings of economics, personality, motivation, and communication. It is proposed that each of these knowledge areas will be examined conceptually, as it pertains to minority youth, and for the practical applications present in business and industry.

The assimilation of minority youth into a functioning society turbulent with change, as ours currently is, is a very complex task. It is folly to assume that simple explanations and platitudinal prescriptions will suffice. Rather, a general understanding of the societal and individual forces at work will permit the educator-counselor working with minority youth to better understand the practical aspects of the complexities with which he is faced in day to day involvement with minority youth groups.

The first phase of the program concerns itself with the broad implications of the role of minority youth in the economics of the urban area and the practical workings of the economic picture as it operates in business and industry. For this topic and each of the following three topics a general heading will be listed, followed by a proposed contribution of the university and of industry.

The former will be composed of on-campus lectures and discussions by staff members and guest lecturers. The latter will emerge from the planned visitations to industrial establishments. The brief topics listed are suggestive only and will need modification and clarification.

I. Urban Areas, Economics and Minority Youth

  A. University

    1. Past, present, and future impact

    2. Socio-economic goals

    3. The short-term solution and the long-term solution

    4. Manpower needs and manpower availability: past, present, future

    5. Manpower development

      a. Higher education
      b. Skilled technical
      c. Clerical
      d. Service

  B. Industry

    1. The company job-structure

      a. Factory jobs -- specifications and wages
      b. Office jobs -- specifications and salaries
      c. Administrative jobs -- specifications and salaries
      d. Service jobs -- specifications and wages

    2. Fringe benefits

      a. Retirement
      b. Pension plans
      C. Employee insurance plans
      d. Recreation programs
      etc.

    3. The company's administrative structure

    4. The union's role in the corporation

    5. Recruitment and selection

      a. Applications
      b. Testing programs
      c. Interviews

II. Personality

A. University

1. Personality theory of minority youth

2. Personality development

3. Developmental tasks

4. Components of personality

cognitive -- ideas and knowledge

affective -- needs, interests, attitudes

5. Concepts of individual differences in minority youth

a. Intellectual - physical
b. Rapid learner
c. Average learner
d. Slow learner
e. Retarded learner

6. Problems of educating and training -- the early identification of talent

7. Efficient and effective use of leisure time

8. Interim experiences prior to employment

a. The role of army service
b. Other -- work corps and government crash programs

B. Industry

1. Individual differences

a. Differential placement
b. Job transfers
c. Merit ratings
d. Incentive plans
e. Job tryouts
f. Coaching
g. O.J.T.
h. Indoctrination talks

1) What business expects of high school graduates
2) How to find the job you want

2. Training

   a. Tuition assistance plans
   b. Technical training
   c. Basic skills
   d. Employee conferences
   e. Training in union leadership
   f. Health and safety

3. Improving personal traits

   a. Punctuality
   b. Work habits
   c. Pride in work
   d. Cleanliness and appearance

      1) Uniforms
      2) Lockers - rest rooms

   e. Providing leisure time recreation

III. Motivation - Personalities in Action

A. University

1. Motivation theory of minority youth

2. Inheritance of behavior patterns

3. Arousal of motives

4. Satiation of motives

5. Need satisfaction from work -- ego and social

6. Intrinsic motivation -- anxiety, fear, apathy, achievement, loyalty, honesty

7. Extrinsic motivation -- competency, curiosity, novelty, competition

8. Conflict and adjustive mechanisms

9. Increasing satisfactions -- attitude change

10. Positive and negative motivations -- reward and punishment

    a. Discipline
    b. Merit increases
    c. Suggestion awards

B. Industry

1. Piece-work and incentive rates
2. Reducing resistance to change
3. Keeping employees informed
4. Break-in -- allay anxiety
5. Orientation lectures
6. Employee manuals
7. History of company growth and achievement
8. Working conditions
9. Quality standards
10. Foreman and supervisors trained in human relations
11. Employee Organizations
12. Work habits
13. The importance of the individual job
14. Some individual case histories of employees -- particularly minority group pro and con

IV. Communications

A. University

1. Theory of communications -- verbal, written, expressive
2. Communication and persuasion -- The Yale Studies
3. The roles of superior and subordinate
4. Interviewing, discussing, reprimanding, praising, etc.
5. The nature of prejudice
6. Peer group relations
7. Personality and persuasibility
8. Listening as a communications medium
9. Communication with minority youth
    a. Understanding need, attitudes, environment
    b. Eliciting communication

B. Industry

1. Bulletin boards, posters, announcements, house organs

2. Lectures

   How to listen -- What industry expects --
   How to do the job -- etc.

3. Concern with upward and downward communication

4. Verbal orders -- clarity - feedback

5. Written orders

6. Production tickets

7. Interviews -- rating - merit - other

8. Expressive

   Foreman and supervisor attitudes expressed through gestures, facial expression, etc.

9. 'How to Supervise' lectures

Evaluation

1. Immediate evaluation would include measures of attitude change, knowledge gained, post-workshop interviews, and written evaluative summaries.
2. Delayed evaluation might include visits to schools at which workshop participants are employed and a follow-up personal and/or written evaluation 6 to 9 months after the completion of the workshop.

Outcomes

1. In-service Training Manual: A guide to be used by the workshop participants for disseminating the workshop findings to the teachers in their schools in in-service training sessions.
2. The final report of the workshop: A comprehensive analysis of the workshop to be distributed to the workshop participants, industry, and such other recipients as is deemed appropriate.
3. A group of interested speakers from industry who would be available to talk before in-service training groups in the participant schools.

Faculty and Staff Requirements

Three qualified staff members will be assigned one each to the three small workshop groups. The staff members will take part in all the group activities both on and off the campus and each will serve as liaison between his group, the other groups, and the director. The staff members will be responsible for summarizing and reviewing the workshop activities and for writing reports and in the final analysis for tying the deliberations of the total workshop into a manual for in-service training which can be taken back to the schools from which the workshop participants originate and used then to multiply the impact of the workshop.

Secretarial and typing assistance for a five-week period will be necessary to develop the conference program and write the necessary reports.

A director and an assistant director will complete the administrative staff. The duties of the director and the assistant director are more diverse and involved in such activities as planning, committee meetings, and developing program and will be spread over a longer period of time.

About one-third to one-half of the on-campus instructional program will be conducted by the full-time staff members listed in the first paragraph. These instructors will be selected from college faculty and will contribute their expertise in lecture and workshop group discussion.

The other portion of the instructional program will be staffed with guest lecturers, who will pursue the assigned topic for several lecture periods. Guest lecturers will be recruited from on-campus and off-campus professional experts or from members of industrial organizations.

WORKSHOP FOR COUNSELORS AND EDUCATORS CONCERNED WITH THE EDUCATION, TRAINING AND EMPLOYMENT OF MINORITY YOUTH

JUNE 21 - 30; JULY 6 - 14, 1965

Washington University - University College
and the
Metropolitan St. Louis Plans for Progress Companies

BUDGET

Stipend		
49 participants for 15 days @ $15.00 per day		11,025.
Staff		
Director - 6 weeks		1,730.
Assistant Director - 5 weeks		769.
Staff Members (2) - 3 weeks and 3 days each		1,200.
Secretarial and Typing Assistance		380.
Tuition Charges - 2 units credit @ $35.00 for 49 participants		3,430.
Includes: (A) Guest lecturers - estimated fee $35.00 per hour for 30 hours	$1,050.	
(B) Estimated travel allowance	200.	
(C) Overhead (10%)	125.	
Bus Transportation for Trips for Industry		285.
Equipment Rental for 5 weeks		
Typewriter, ditto machine, mimeograph		175.
Supplies		
Instructional, resource and text materials, administrative		980.
Printing and Duplicating		
Including Final Report and In-Service Manual		750.
Banquet		300.
Overhead (10%) - excludes items (A), (B), and (C)		
Indirect costs to Washington University		1,965.
		$22,989.

Revised 6/10/65
JRB

APPENDIX II

PLANS FOR PROGRESS WORKSHOP

Expenditure Report

Stipends		
45 Participants for 15 days @ $15.00/day		$10,125.00
3 participants on Evaluation Committee for 2 days @ $15.00/day		90.00
Staff		
Kel Ryals	$ 540.00	
John Whiteley	1000.00	
James Burmeister	800.00	2,340.00
Secretarial		409.76
Tuition Charges		
46 participants for 2 credits @ $35.00/credit		3,220.00
Bus Transportation		314.10
Equipment and Supplies		852.36
Banquet, Coffee Breaks and Luncheons		384.45
Printing and Duplicating of Final Report (estimated)		750.00
Overhead (10%)		1,848.57
TOTAL		$20,334.24

8/4/65
SES

APPENDIX III

PLANS FOR PROGRESS WORKSHOP PARTICIPANTS LISTED BY INSTITUTION REPRESENTED

Beaumont High School

James A. Anderson
Gladys C. Blaine
Martha Kuhn

Central High School

Joseph Daughhetee
Diane Del Gaudio
Shannon Green
Donald McCarver

Cleveland High School

Jo Lynne Affsprung
Margaret Boland
Ralph Kirn

De Andreis High School

Joseph Wiley

Kinloch Elementary School

Addie Reed
Willa Tyler

Kinloch High School

Anderson Woods

Laboure' High School

Sister Eileen Dempsey
Reverend Paul A. Zipfel

McKinley High School

Claudine Massey
Howard Vanskike
Bernice Zimmerman

Nerinx Hall High School

Sister Christine Mary Chorne

Northwest High School

Burton Chase

O'Fallon Technical High School

Alan Morse
Violet M. Stanton

Providence High School

Sister Barbe Busch

Roosevelt High School

Lillian C. Conrad
Clara R. Mutshnick
Jewel Stephensmeier

Rosati Kain High School

Sister Alvera Fallinger

Saint-Louis City-Wide Guidance Service

Marguerite Stuehrk

Soldan High School

W. Lester Bowie
Norvelle Clayton
Bobette James
Robert J. Kees
Wilbert Sanders

Sumner High School

James Evans
Bernice Stallworth
Nellie Vaughn
Arthur Washington

Turner Middle Branch School

Marie Burrow

Vashon High School

George A. Cross
Maurice A. Grant, Sr.
Robert Harrison
Jeannette Mathews
James C. Richardson
Jewel C. Richie

APPENDIX IV

WASHINGTON UNIVERSITY
ST. LOUIS, MISSOURI

WORKSHOP FOR COUNSELORS AND EDUCATORS CONCERNED WITH THE EDUCATION, TRAINING AND EMPLOYMENT OF MINORITY YOUTH

Short Title: PLANS FOR PROGRESS WORKSHOP

JUNE 21 - 30; JULY 6 - 14, 1965

WORKSHOP PROGRAM

(All sessions convene in southwest room, Wohl Center.)

Monday, June 21

9:00 a.m. Coffee and rolls

Welcome to Washington University

Lynn W. Eley, Dean, University College and Summer School, Washington University

John B. Ervin, Director, Summer School and Associate Dean, University College, Washington University

Welcome to the St. Louis Plans for Progress Companies

A. Wellborne Moise, Director of Personnel, Ralston Purina Company

Registration and Orientation

James R. Burmeister, Staff Associate Washington University

Kelvin R. Ryals, Staff Associate, Washington University

Plan of the Workshop

King M. Wientge, Director, Research and Development, University College, Washington University

12:00 noon Luncheon

1:00 p.m. "The National Economy"

Hugh W. Folk, Assistant Professor, Department of Economics, Washington University

Tuesday, June 22

9:00 a.m. "Labor Market Problems"

Hugh W. Folk

12:00 noon Luncheon

1:00 p.m. "The St. Louis Labor Market"

Hugh W. Folk

Wednesday, June 23

9:00 a.m. "Guidance of Minority Youth"

George E. Mowrer, Director, Guidance Services, St. Louis Board of Education

12:00 noon Luncheon

1:00 p.m. "Development of Personality"

Frederick J. Thumin, Director, Adult Counseling Service, Washington University

Thursday, June 24

9:00 a.m. "Rewards of Work"

Donald G. Zytowski, Director, Student Counseling Service, Washington University

12:00 noon Luncheon

1:00 p.m. "Motivation"

Frederick J. Thumin

Friday, June 25

9:00 a.m. "Guidance of Minority Youth"

George E. Mowrer

12:00 noon Luncheon

1:00 p.m. "Learning Theory and the Culturally Disadvantaged"

Marion E. Bunch, Professor of Psychology, Chairman, Department of Psychology, Washington University

Monday, June 28

8:00 a.m. Assemble in southwest room, Wohl Center

8:15 a.m. Bus leaves Washington University

9:00 a.m. Monsanto Company, 800 North Lindbergh

K. Brooks Bernhardt, Director of Personnel
Inorganic Chemicals

12:00 noon Luncheon - Monsanto

12:45 p.m. Bus leaves Monsanto

1:30 p.m. General Motors Corporation - Fisher Body Division
3809 North Union

Joseph P. Tisone, Director,
Industrial Relations

4:30 p.m. Bus leaves for Washington University

Tuesday, June 29

9:00 a.m. "The Role of the Junior College"

Glynn E. Clark, Vice President, Junior College District, and Director, Meramac Community College

12:00 noon Luncheon

1:00 p.m. "Training for the Work Role"

Donald G. Zytowski

Wednesday, June 30

8:00 a.m. Assemble in southwest room, Wohl Center

8:15 a.m. Bus leaves Washington University

9:00 a.m. McDonnell Aircraft Corporation, Lambert Field

Robert G. Krone, Vice President - Personnel

12:00 noon Luncheon - McDonnell

1:00 p.m. McDonnell

4:00 p.m. Bus leaves McDonnell for Washington University

INDEPENDENCE DAY RECESS: Thursday, July 1 through Monday, July 5

Tuesday, July 6

8:00 a.m.	Assemble in southwest room, Wohl Center
8:15 a.m.	Bus leaves Washington University
9:00 a.m.	Ford Motor Company, 6250 North Lindbergh
	Philip S. Valenti, Manager, Industrial Relations
12:00 noon	Luncheon - Ford Motor
12:45 p.m.	Bus leaves Ford Motor
1:30 p.m.	Pet Milk Company, Arcade Building, 812 Olive
	G. T. Canatsey, Director of Management Development
4:30 p.m.	Bus leaves for Washington University

Wednesday, July 7

9:00 a.m.	"Vocational and Technical Education"
	Raymond J. Sacks, Director, Vocational, Technical and Adult Education, St. Louis Board of Education
12:00 noon	Luncheon
1:00 p.m.	"Psychological Adjustment of Minority Youth"
	John M. Whiteley, Director, Student Services, Washington University

Thursday, July 8

8:00 a.m.	Assemble in southwest room, Wohl Center
8:15 a.m.	Bus leaves Washington University
9:00 a.m.	Emerson Electric Company, 8100 West Florisant
	Robert W. Smith, Director of Personnel

12:00 noon	Luncheon - Emerson Electric
12:45 p.m.	Bus leaves Emerson Electric
1:30 p.m.	Southwestern Bell Telephone Company, 1010 Pine
	Stuart R. Trottmann, General Staff Manager
4:30 p.m.	Bus leaves for Washington University

Friday, July 9

8:00 a.m.	Assemble in southwest room, Wohl Center
8:15 a.m.	Bus leaves Washington University
9:00 a.m.	Ralston Purina Company, 835 South 8th Street
	A. Wellborne Moise, Director of Personnel
12:00 noon	Luncheon - Ralston Purina
12:45 p.m.	Bus leaves Ralston Purina
1:30 p.m.	Anheuser-Busch, Incorporated, 721 Pestalozzi
	Owen Rush, Vice President
4:30 p.m.	Bus leaves for Washington University

Monday, July 12

9:00 a.m.	"Employment of Minority Youth"
	K. Brooks Bernhardt, Director of Personnel, Inorganic Chemicals
12:00 noon	Luncheon
1:00 p.m.	"Psychological Adjustment of Minority Youth"
	John M. Whiteley

Tuesday, July 13

9:00 a.m.	Review and Analysis of Workshop
	Workshop Staff and Participants

12:00 noon Luncheon

1:00 p.m. "Communication"

Herbert E. Metz, Assistant Professor, Department of English, Washington University

Wednesday, July 14

9:00 a.m. Final Examination

12:00 noon Banquet

Guests, Participants, Faculty, Industrial Representatives, Staff

2:30 p.m. Resumé and Forecast

Participants and Workshop Staff

APPENDIX V

COMMENTS BY R. C. KRONE AT ST. LOUIS PLANS FOR PROGRESS VOCATIONAL GUIDANCE COUNSELORS SEMINAR - GRADUATION EXERCISES - WASHINGTON UNIVERSITY - 14 JULY '65

Thank you, Dr. Wientge - Ladies and Gentlemen.

The St. Louis Plans for Progress Vocational Guidance Counselors Seminar is the result of the efforts of eleven St. Louis Companies, all volunteers in the Plans for Progress Program, a part of the President's Committee on Equal Employment Opportunity.

McDonnell Aircraft, at the request of the Advisory Council on Plans for Progress, Washington, D. C., agreed to accept the responsibility to spearhead the Vocational Guidance Counselors Seminar Program in St. Louis. It did so because it believed that this program was a constructive and progressive community activity that would help advance the goal of establishing a climate of better understanding between educators and counselors, who are charged with the education and training of minority youth, and the professional personnel of firms which employ them.

The able assistance and the financial contributions of the following Plans for Progress Companies made this Seminar possible. Their interest, as leaders in the St. Louis Industrial Community, was to demonstrate, by their actions, that St. Louis can take progressive and constructive steps toward the realization of equal employment opportunity based on merit and ability. These companies are:

Anheuser-Busch
Chrysler Corporation
Emerson Electric
Ford Motor Company
General Motors
Monsanto
National Lead - Titanium Division
Pet Milk Company
Ralston Purina
Southwestern Bell Telephone Company

and, of course, McDonnell Aircraft.

It goes without saying, we are fortunate to have in our community an educational institution of the stature of Washington University whose talents and resources were contributed to this program. Their fine efforts, led by Dr. Wientge, in organizing, planning and implementing the academic side of the Seminar are deeply appreciated. The cooperation of the St. Louis Board of Education, the St. Louis Archdiocese and the Kinloch Board of Education is noted . . . but more importantly, you--the participants --by your interest will be the ones who will have made the biggest contribution to the success of this program.

Thus, we have seen that this has been indeed a community venture and one which we hope will initiate a long series of effort toward improved understanding.

And now, it is my great pleasure to introduce to you your featured speaker--Mr. P. B. "Bert" Lewis is a graduate of Swarthmore College in Swarthmore, Pennsylvania, where he received his Bachelor of Arts in Economics in 1927. After graduation, he began his career with E. I. DuPont deNemours, Inc., in production at the Buffalo, New York, Rayon Plant. In 1929 he was promoted to foreman and transferred the following year to the company's rayon plant in Richmond, Virginia. After serving in various supervisory positions there, he became Training Supervisor in 1938. In 1940 he joined the Personnel Division - Training Section in Wilmington, Delaware, and was made Manager in 1942. He became Assistant Manager of the Personnel Division in 1950 and Manager in 1951, which position he now holds.

Among Mr. Lewis' contributions while at E. I. DuPont deNemours Inc., was his participation in the preparation of the company's non-discrimination policy. He prepared the company's Plans for Progress Program and was responsible for coordinating efforts of all company departments in implementing company policy and Plans for Progress. He is Chairman of the local Bi-Racial Education and Training Committee.

On December 1, 1964, Mr. Lewis was officially appointed Administrative Director of the Advisory Council on Plans for Progress. He has been given a one year's leave of absence from his employer, the DuPont Company, to assume the responsibilities of this assignment and his headquarters are the Plans for Progress offices in Washington, D. C.

It is my pleasure to introduce to you Mr. P. B. Lewis, the Administrative Director of the Advisory Council on Plans for Progress . . . Mr. Lewis.

TALK BEFORE THE ST. LOUIS PLANS FOR PROGRESS VOCATIONAL GUIDANCE COUNSELORS SEMINAR

JULY 14, 1965

COUNSELING AND THE NEGRO HIGH SCHOOL STUDENTS

I appreciate your inviting me to participate in this guidance counselors seminar. This kind of seminar is of special interest to me because I see it as an approach to the solution of several problems facing industry, the schools and the nation today. It is the beginning of what must become a continuing communication between the schools and industry. Today we are dealing not only with the problem of discrimination in employment, we are dealing with the problem of providing job opportunities for those who are presently qualified and for those who are preparing to enter the world of work. In addition to providing job opportunities for these young people, it is most important to acquaint those who can guide them with the knowledge of where these opportunities are, what they are, and how they can be obtained. We're dealing with the hopes of the youth of the nation.

This Workshop is one of twelve to be conducted this summer throughout the country aimed at giving those responsible for guidance information which will be useful to them in their work with the young people in the schools. These Workshops are a major activity of the Plans for Progress program, and are being supported largely by Plans for Progress companies.

PLANS FOR PROGRESS -- WHAT IT IS AND WHAT IT IS DOING

Plans for Progress is a voluntary effort by business and industry to support the efforts of the federal government in providing equal employment opportunity. It came into being as a result of Executive Order 10925, which was issued in early 1961 by the late President Kennedy. This Order established the President's Committee on Equal Employment Opportunity and Plans for Progress became a business-industry effort to support the activities of that Committee. At the present time 315 of the major corporations of the country have signed pledges with the federal government that they will take affirmative action to provide equal employment opportunity. These companies represent better than eight and three quarter million employees.

In August 1963, at which time approximately 100 companies were in the Plans for Progress program, an Advisory Council was established at suggestion of Hobart Taylor, to encourage and coordinate equal employment opportunity efforts by the companies in the program. G. William Miller, President of Textron, Inc., was appointed Chairman of the Council and nineteen industrial representatives were selected as members of the Council. At the same time, a full-time staff was set up in Washington to assist the Council in carrying out its ideas and suggestions. Also, both the Council and the staff set an objective of broadening the base of participation which has resulted in the present membership of 315. The full-time staff, of which there are presently seven industrial people--including myself--have been loaned to the government at company expense to work in this effort.

In addition to the guidance counselors seminars to be conducted this summer in twelve cities, Plans for Progress is quite active in several other areas of activities related to this over-all problem. Within a few weeks, a national communications program will be put into operation conducted for us by the Advertising Council. It will be the aim of this project to bring the story of equal employment opportunity not only to the general public, but to the Negro public and principally the families and the young people who whould be preparing for entry into business and industries. This project will make use of all types of media--television, radio, newspaper, magazine, car cards.

Regional conferences are being conducted by Plans for Progress companies in several sections of the country. This year, a conference was held in Dallas, attended by better than 500 industrial people, and one was held in San Francisco attended by 700 industrial people. The purpose of these conferences is to encourage companies to take a greater part in equal employment opportunity effort and to encourage greater local activities. In addition to the conferences, a number of voluntary equal employment opportunity councils have been established in cities throughout the country. For example, in New Orleans, Chicago, Cleveland and many others.

In an effort to encourage Negro college students to enter the field of business and industry, Plans for Progress and the President's Committee, at the suggestion of the Vice-President, invited to Washington some sixty-six Negro business leaders. These people were asked to visit the campuses of the predominantly Negro colleges as living examples that there is opportunity in business and industry and to talk to the student body about the opportunities that are becoming available in business and industry and what is required of them to get prepared for these opportunities.

In addition to the many activities in which Plans for Progress companies are engaged the companies themselves have made significant progress in the employment of minority people. For example, in his address at the Plans for Progress Northwest Regional Conference in San Francisco on June 10, Vice-President Hubert H. Humphrey reported on the progress made by the first 100 companies who joined Plans for Progress.

The report showed non-whites made substantial gains in both salaried (white collar) and hourly paid (blue collar) jobs.

Compared were the 1963 and 1964 reports of the 100 companies, covering more than 5,000 installations and about 4 million workers.

Here is what the 1963-1964 statistics showed:

---total employment increased from 3,969,748 to 4,090,861 -- 120,613 or 3 per cent. Salaried employment increased from 1,887,437 to 1,905,144 -- 17,707 or 0.9 per cent. Hourly employment increased from 2,032,311 to 2,185,217 -- 102,906 or 4.9 per cent.

---total non-white employment increased from 232,692 to 266,317 -- 33,625 or 14.5 per cent. Non-white salaried employment increased from 40,553 to 47,134 -- 6,581 or 16.2 per cent. Non-white hourly employment increased from 192,139 to 219,183 -- 27,044 or 14.1 per cent.

This means that non-whites accounted for 27.9 per cent of the total increase in employment, 37.2 per cent of the increase in salaried jobs, and 26.3 per cent of the increase in hourly jobs.

"I think this shows what can be accomplished when companies decide they are going to make merit the basis for all their hiring," the Vice-President said.

"I think it is also a demonstration that there are many qualified persons of minority background who can fill responsible jobs competently and with dignity."

GUIDANCE COUNSELORS SEMINARS

The statistics I just mentioned and the many activities engaged in by Plans for Progress companies indicate the genuine desire of these companies to make definite progress in the equal employment opportunity field. However, let's turn our attention more specifically to the kind of program in which you have been participating in the last three weeks.

Programs for counselors are not new, but programs of this type aimed principally at minority youth are of more recent origin. Several years ago, I had the pleasure and the opportunity of organizing such a program in Wilmington, Delaware. That program was not quite as ambitious as the one in which you have participated, but it had the same objectives. It brought business and industry in Wilmington much closer to the schools, it developed an understanding of mutual problems, it gave us all a better appreciation of the part each must play in providing knowledge about equal job opportunities.

Your more ambitious program was largely stimulated by the pilot project conducted at Wayne State University, Detroit, Michigan, in 1964, and supported by Plans for Progress companies in that city. Because the Wayne State idea was successful, it was presented to Plans for Progress companies in a number of metropolitan areas throughout the country, and met with an excellent reception.

We appreciate very much the interest of Plans for Progress companies in St. Louis, the Washington University, the Public School Systemsof St. Louis and Kinloch and the archdiocese of St. Louis in accepting the invitation to conduct such a program here. We imagine you have found the experience rewarding and we hope that your experience, and that of others this summer, will encourage a greater number of communities throughout the country to follow in your footsteps.

THE IMPORTANCE OF COUNSELING

At one time or another, each of us has or will probably play the role of counselor, either as parent, teacher, guidance counselor, school administrator, personnel manager, supervisor, or just friend. When I was in high school, there was no one in the formal position of guidance counselor. Counseling was provided by the teachers, the school principal, the athletic coaches, and others. I look back with much satisfaction to the wise counsel I received from my high school librarian. I went to Technical High School in Buffalo, and my high school librarian played the role of counselor as far as I was concerned. My family counseled with me about my future effectively within the sphere of their experience, but it was my high school librarian who opened up new vistas. Her understanding of the opportunities that existed and her understanding of me as an individual enabled her to paint pictures which helped me decide my course of action. She pointed me in the direction of Swarthmore College and later the DuPont Company. In each instance I was fortunate. Many of you I know can look with satisfaction on similar counseling efforts.

What you have been doing in this program is getting a better understanding of the opportunities that exist for Negro high school students in the St. Louis area so that you can paint for them vistas of opportunities which are new to them — opportunities which will enable them to look back at a later date to the wise counsel you furnished.

Counseling or guiding or pointing the direction is not new, but its importance has increased with the complexity of our civilization. When opportunities were fewer and qualifications less specialized, counseling or guidance was simpler and, as I mentioned earlier, was being done most by parents, interested teachers, and friends. Today, however, it is a profession, both in the schools and in business — it requires greater understanding of the opportunities available, the requirements necessary and the potentialities of the individual. If we compound this problem with discrimination, and the limited experience of the less privileged families, especially the Negro, we should have a better appreciation of the importance of this Workshop.

Until recently, opportunities for Negroes have been limited to a great extent to traditional fields. At the college level, it was the ministry, some of the professions such as medicine and law and teaching, but little in the business world. At the high school level, it was unskilled occupations or, in many instances, menial jobs. Also, more opportunities existed for the Negro high school girl than they did for the high school Negro boy, as many Negro girls went on to college and into the teaching profession. These things point up the necessity for this kind of program and the kind of guidance and counseling that will give these Negro youth the direction that they need so they can make the greatest contribution to society.

As the complexity of our society increased, more and more emphasis was placed on academic proficiency. I don't believe we purposely forgot those who didn't have the drive or desire to achieve academically, but I feel that unconsciously we did. The pendulum swung too far in one direction. Less and less attention was given to the youth who didn't have the motivation for academic excellence. Many had the ability, but not the desire. Others may not have had the I.Q. requirement, but they did have the ability to assume a responsible role in society. But in most cases, not knowing where the opportunities were and because of lack of opportunities, they became a sort of forgotten group. Our whole employment pattern is changing and this program and others like it may be a start in bringing the pendulum back in balance where all will get their rightful attention.

The responsibility for the pendulum swinging so far out of balance by no means rests entirely on the educators. It is shared by parents who, in many cases, have pushed their children into situations for which they had no aptitude or interest — for example; ....and by industry, which all too often set arbitrary standards which had little relationship to the job to be done, and closed the door of opportunity to many without college or high school degrees, but who did have the ability to be trained for responsible jobs. Negro youth too frequently fell in this group.

OPPORTUNITY DOES EXIST

The doors of equal opportunity are definitely swinging open and substantial progress has been and is continuing to be made in the employment of minority personnel. However, people need to know how to locate these doors. The Negro high school student needs to know where he can go to look for employment, where his qualifications will fit him for an entry job. He needs to know what kind of opportunities actually exist, he needs to know not only what is required, but what can be obtained through preparation in school or whether industry will supplement his high school training. This seminar, I am sure, provided the answers to many of these questions.

CONCLUSION

In conclusion, I would like to reemphasize that through the efforts of the President's Committee on Equal Employment Opportunity, Plans for Progress, which is a voluntary effort on the part of business to supplement the efforts of the President's Committee and now the Civil Rights Act, more and more opportunities will be made available to the Negro high school student. It is our purpose to become better acquainted with these opportunities, the requirements necessary, and the preparation required. It is our purpose to work together to be better prepared to give the direction necessary to these young people.

Discrimination is an economic liability. No country can afford to have a large segment of its population not contributing its full share, and therefore not being the recipient of the benefits of such contributions. If we are to use our manpower effectively to contribute to the steady growth of this country, we must not only provide opportunities for those presently employable, but we must prepare those presently in high school and college for the opportunities that will be available. Our job as counselors, whether we are teachers, parents, administrators, or what, becomes increasingly important with this challenge.

We should continue to push for academic excellence, but at the same time, keep pace with the needs and the opportunities for those who may not have the desire or the qualification to move on to that position of academic proficiency. Many of these will be the people who will be the backbone of the economy of this country. We have an opportunity to make a contribution to a greater America.

UNIVERSITY COLLEGE RESEARCH PUBLICATIONS

1. Strengthening the Residential Adult Education Experience. Sponsored by the Conference and Institute Division of the National University Extension Association, The Center for the Study of Liberal Education for Adults, and University College, November 1962, 62 pp.

2. Objectives and Methods of Research in Adult Education. Edited by Philip H. DuBois and King M. Wientge, May 1962, 51 pp.

3. Studies of Biographical Data in Adult Education. Philip H. DuBois and King M. Wientge, August 1963, 8 pp.

4. Strategies of Research on Learning in Educational Settings. Edited by Philip H. DuBois and King M. Wientge, February 1964, 74 pp.

5. Factors Associated with the Achievement of Adult Students. King M. Wientge and Philip H. DuBois, 1964, 39 pp.

6. Survey of Tuition Aid Plans of Business, Industry, and Government in Metropolitan St. Louis. King M. Wientge and Malcolm Van Deursen, June 1965, 12 pp.

7. Workshop for Counselors and Educators Concerned with The Education, Training and Employment of Minority Youth, Final Report, Part I: Development, Program, Evaluation. King M. Wientge, October 1965, 71 pp.